

A Study of Knowledge Creation in the Field of School Violence: Vision & Practices

Muhammad Nasir Khan^{1*}, Afsar Rathor², Yasir Khan³

¹Universal Peace Federation, Vienna; ²Growth for Peace Organization;

³UNODC, Vienna

*Email: nasiriu786@gmail.com

Received for publication: 12 June 2019.

Accepted for publication: 14 October 2019.

Abstract

The study explored the vision and practices of those researchers/professionals on creation of knowledge in the field of school violence who are working on school violence or have experiences in their professional life while teaching to school students. The main objective of the study is to find out the in-depth understanding and level of satisfaction on knowledge creation of researchers/professionals working in the field of school violence. The scientific contributions of the study include addition of imperial knowledge on the theoretical and practical ground realities of school violence in Pakistan. Convergent parallel design has been used for the analysis of collected data. The study concluded that both researchers and professionals are not satisfied with the ongoing training programs, discussions and research work in the field of school violence.

Keywords: knowledge, researchers, vision, practices, training

Introduction

What is knowledge creation and how knowledge can be created in the field of school violence? This question may be not new for everyone. Authors of the article explore the conceptual understanding of the researchers. For this purpose, unstructured interviews are conducted. To what extent intellectuals have in depth understanding concerning school violence that has international concern. Therefore, this study was conducted on researchers, school educators and school Principals, experts and journalists. Knowledge can be created through adopting scientific research process (Montero, 2008, p- 3). The question is, “to what extent researchers and professionals in the field of school violence are competent in adopting the scientific research processes to find out the innovate knowledge and practices in the field of school violence. Authors of the article tried to find out the answer of these questions in the universities and public sector schools of Pakistan. A number of studies concluded that an actual knowledge culture in universities promotes knowledge creation (Debowsky, 2006). Therefore, keeping in view nature and meaning of knowledge creation in the field of school violence, writer decided to conduct interviews of school violence researchers in universities as well as professionals including school teachers and Principals to explore their vision and practices in the field of school violence. The authors decided to conduct structured interviews participants.

School violence is dignified in numerous ways in educational research. The authors used teacher, students’ surveys for assessing school violence. Agnich and Miyazaki (2013) found that resource shortages including effective social programs cause the increased rate of violence in students schools. The participants were agreed on the lack of social programs in schools. Unfortunately, researchers included in the sample of the study could not justify the innovative research work in the field of effectiveness of social programs in schools. Similarly, researchers in the participants elaborated the link between school violence with parents climate and school climate but could not deter-

mine in the innovative knowledge in the field of relationship between violence and parents and school climate. Although participants were in opinion that deviant attitude of parents negatively affect the personality of adolescents. It has been concluded that the ways in which parents and children spend time together are closely connected to children's future well-being (Chaplin, Cole, & Zahn-Waxler, 2005).

Discussions on School Violence in Pakistani Newspapers

The authors searched out the articles on school violence in the English newspapers of Pakistan but unfortunately could not find sufficient discussions on the school violence. The Express Tribune (March 3, 2015) published an article on school violence that research carried out by Plan International and the [International Centre for Research on Women](#) (ICRW) in five Asian countries found that Pakistan has the lowest levels of violence (43%) among all the schools in Asia. Similarly, news has been published in SAMMA (March 13, 2019) that the Lahore police have arrested a student for murdering his school principal. The principal, Shagufta, expelled him a day earlier for being involved in a relationship with a teacher at the school.

Similarly, News Lens Pakistan published a report on (February 15, 2016) that, "In Pakistan, Corporal Punishment in Schools is Still a Tradition". This report elaborated a survey report of International Centre for Research on Women and Plan International (2014), which was conducted between October 2014 and March 2014 on students aged 12-17 years, found that 44 percent had experienced physical abuse by teachers in schools.

Research Publications on School Violence in Pakistan

The authors found a very little work on school violence in Pakistan. We have not found a single dissertation on physical violence among school students in Pakistan. Similarly, we tried our best to find out doctoral dissertation on the parents climate and violent attitude in the school students but could not find. There is an urgent need to create knowledge on the dimensions of school violence in Pakistan.

Need Assessment of Knowledge Creation in School Violence in Pakistan

UNESCO report confirms that school violence and bullying are major problems worldwide (UNESCO, 2019). The participants of study confirmed that physical violence among students is in practice on daily basis in almost every school of Pakistan but unfortunately, knowledge creation on physical violence among students is no more interest of researchers and professionals. It's true that our school teachers try their best to resolve the issues and problems of physical violence among the students. The authors personally visited many public sector schools and conducted interviews concerning the physical violence among students. Teachers told me about the nature, causes and consequences of physical violence among the students. Unfortunately, the incidents of physical violence among students have been reported by teachers and ignored by the school administration. There is an urgent need to develop concrete policies on the nature of physical violence among the students. The world is struggling to eliminate the violence in schools.

Therefore, in researchers' personal opinion, keeping in view global attention on school violence, there should be clear and concrete strategies on violence among the students. The government should provide directions to the research centers to work on the school violence and the conclusions of the research should be adopted in the policies and practices at national level to eliminate the school violence. However, gender based violence in schools has also been discussed and published in Pakistan. I conducted the interviews of school teachers as well as university teachers concerning the need assessment of knowledge creation in school violence. They strongly recommended to launch concrete policies and practices of school violence. They were in opinion that knowledge creation in the field of school violence is almost ignored. University teachers were in view that our research students should work on the nature and causes of school violence and should develop the

strategies to overcome the school violence. Although school teachers were aware about the nature of incidents of violence among the students but they were completely unknown about the ongoing research in the field of school violence.

How many workshops on school violence are conducted by school education department?

Whether sufficient content on school violence has been included in the teacher training curriculum?

Whether school teachers have recent publications on school violence provided by the school education department?

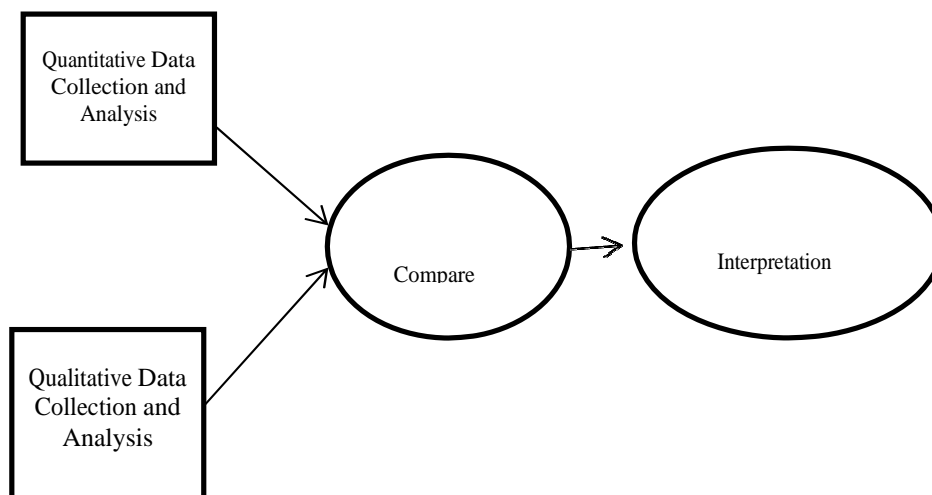
These are the questions that must be answered by the school education department.

Secondly, the question is whether we should take it serious that our new generation is involved in violent activities? Have we learned about the effects of violent thinking on the society? Whether we should ignore the violent thinking of our new generation? These are the questions that must be answered by the school education department. The authors conducted the interviews of school teachers and found very surprising and interesting findings.

Methodology

Snow ball sampling technique was used in the selection of teachers, school Principals and researchers whose area of interest is school violence. Snowball sampling may be less dependent on a reference sample but it is still appropriate to find unattainable populations (Ahmadzadehasl .M et al, 2010). Snowball sampling technique can be applied in the field of studies concerning community-based information and health education programs (Mahin Naderifar et al, 2016). Interviews and questionnaire were used as tool of research. Interviews were conducted from the researchers of school violence while questionnaire was used for the data collection from the school teachers and principals. Face to face data was collected by the researchers. Convergent parallel design was used for the analysis of collected data.

The Convergent Parallel Design



(Abraham & Fischler, School of Education, South Eastern University. www.fischlerschool.nova.edu).

Results

Data has been collected personally by the researchers. Secondary school teachers, experts and journalists were consulted for the data collection concerning the knowledge creation in the field of school violence. Face to face interview was conducted while relevant data was also collected from newspapers. Online available research articles/ dissertation and discussions on school violence were also considered to achieve the objectives of the study. Thematic analysis was used for the analysis of qualitative data in the form of unstructured interviews while chi-square was used for the analysis of quantitative data.

Table 1. Thematic analysis of the collected data is given below

S. No	Themes	Majority Responses (accepted/rejected)
1.	Satisfaction on the scientific process of creating knowledge in the field of school violence	Rejected
2.	Having innovative knowledge on school violence	Rejected
3.	Having clarity on challenges of school violence	Rejected
4.	Satisfaction on training programs concerning school Violence	Rejected
5.	Satisfaction on existing research on school violence	Rejected

Chi square was used for the analysis of quantitative data. Analysis of quantitative data is given below:

Table 2. Satisfaction on the scientific process of creating knowledge in the field of school violence

	SA	A	UD	DA	SD	Total	χ^2
Responses	06	30	-	30	-	36	94.0*
Percentage	83.33	16.67				100	

* Significance df=4 Table value χ^2 at 0.05 level=9.488

Table 2 shows that the calculated χ^2 value was found to be 94.0, which means the statement is rejected.

Table 3. Having innovative knowledge on school violence

	SA	A	UD	DA	SD	Total	χ^2
Responses	-	09	-	27	-	36	76.5*
Percentage	75	25				100	

* Significance df=4 Table value χ^2 at 0.05 level=9.488

Table 3 shows that the calculated χ^2 value was found to be 76.5, which means the statement is rejected.

Table 4. Having clarity on challenges of school violence

	SA	A	UD	DA	SD	Total	χ^2
Responses	-	04	-	-	32	36	108.44*
Percentage	88.89	11.11				100	

* Significance df=4 Table value χ^2 at 0.05 level=9.488

Openly accessible at <http://www.european-science.com>

Table 4 shows that the calculated χ^2 value was found to be 108.44, which means the statement is rejected.

Table 5. Satisfaction on training programs concerning school violence

	SA	A	UD	DA	SD	Total	χ^2
Responses	-	02	-	34	-	36	125.11*
Percentage	94.4	5.6				100	

* Significance df=4 Table value χ^2 at 0.05 level=9.488

Table 5 shows that the calculated χ^2 value was found to be 125.11, which means the statement is rejected.

Table 6. Satisfaction on existing research on school violence

	SA	A	UD	DA	SD	Total	χ^2
Responses	-	-	-	30	06	36	94*
Percentage				83.33	16.67	100	

* Significance df=4 Table value χ^2 at 0.05 level=9.488

Table 6 shows that the calculated χ^2 value was found to be 94, which means the statement is rejected.

Knowledge creation in the field of school violence is no more in the focus of research institutes. School violence needs to be explored with immediate effect. Nature and causes of violent activities among the school students are in the discussions of teachers, school Principals and parents. Electronic and print media have published reports and discussions on school violence but a formal work still needs to be explored. Except this, there is need to improve the vision of teachers and school Principals concerning the school violence and the practices to overcome the violent activities among the students.

Discussion

In my personal visit to school teachers, I could not find clear vision of teachers concerning the effects of violent activities of students on their psychological health and society. The teachers are away from the recent publications on school violence. One teacher said that, "I know the nature of incidents of violent activities among the students but have no more advance knowledge on the recent innovative strategies to overcome such violent activities among the students". According to South Asian Initiative to End Violence against Children (SAIEVAC, 2016), significant gaps exist concerning violence in schools in South Asia (<https://ajws.org/>). Similarly, when the researcher consulted professors/experts concerning emerging trends of research on school violence, they were in opinion of conducting research on this emerging issue. One expert briefed that, "knowledge creation on school violence is no more in the focus of research departments. We need to work on it and to explore the existing situation of violent activities among the students for a peaceful thinking of new generation". The online published work on school violence looks to be not sufficient in exploring the dimensions of violent activities in school students. In the newspapers, violent activities among students and teachers have been reported within the passage of time. Except this, experts' articles have also been published. But, there is an urgent need to create knowledge in the field of school violence. The vision of teachers should be enhanced and the practices to overcome the school violence should improve.

Conclusion

The study concludes that majority of the participants are not satisfied with their existing knowledge on school violence. The participants' response is discouraging concerning the training programs at their respective schools and universities concerning discussions on problems and challenges on school violence. The participants of the study are also not satisfied on the existing situation of research on knowledge creation in the field of school violence. Therefore, major reforms are needed to address this international concern.

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